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ABSTRACT

Presented is a guide for providing counseling and guidance relating to the personal-social, educational, and career-vocational concerns of the gifted student. Information is provided primarily in outline form and covers such areas as personal topics for use by school counselors with gifted students, the reading of personal essays, testing, general reading habits, study skills, social development, independent study contracts, individualized and group programs, provisions for gifted students in some Wisconsin schools, topics for parent group discussions, categories for consideration in follow-ups of gifted students, areas to consider in evaluation of counseling programs for the gifted, and categories for essay analysis. Appended are 10 questions for the school counselor on initiating counseling programs for gifted students, a list of the characteristics usually apparent in gifted and talented students, common questions regarding the gifted and talented, an outline of some characteristics that are potential problems, and a bibliography and list of resources on the gifted. (SB)

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Introduction

COUNSELING THE GIFTED STUDENT

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NATIONAL INSTITUTE OF EDUCATION

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Both of the authors:

1. have been school counselors & teachers in public & parochial school systems;

2. have worked with gifted students in counseling & research activities through the Research & Guidance Laboratory for over two years;

3. are currently working on doctoral dissertations dealing with characteristics & development of gifted students.

A few words about this packet:

1. It is aimed at the unique counseling & guidance concerns of gifted & talented students in the following areas:

   a. personal-social concerns
   b. educational concerns
   c. career-vocational concerns

2. It is a PRACTICAL guide to counseling & guidance provisions for gifted students within a general guidance department framework.

3. It serves as a complement to our oral presentation. Our presentation follows the enclosed outline and incorporates sections of the packet along the way.

Space is provided on the outline for your personal notes.

EC 090235

COUNSELING THE GIFTED STUDENT: OUTLINE

Nick Colangelo
Ron Zaffrann

I. Counseling with Students

A. Orientation to Counseling
   1. Problem approach
   2. Developmental approach

B. Personal-Social Counseling
   1. Individual
   2. Group
   3. Writing
      a. Essays
      b. Open-ended statements
      c. Analysis of writing samples

C. Educational Counseling
   1. Reading & Study Skills
   2. Testing

D. Career-Vocational Counseling
   1. The Wisconsin Career Education Model--
      Dr. Philip Perrone

   2. Career Education for Gifted--
      Dr. Marshall Sanborn

   3. Career Activities
      a. Reading list
      b. Community apprenticeship
      c. College-related activities:
         professor visits, class visits,
         tours, college courses

II. Consulting with Teachers

A. Independent Study
   1. Rationale
   2. Goals
   3. Product vs. Process
   4. Contract
   5. Evaluation

B. In-Service
   1. Individualized Programs
   2. Group Programs
   3. Identification/Selection
   4. Curriculum

Counseling the Gifted Student: Outline

III. Consulting with Administrators

A. Awareness/Support

B. Identification/Selection

C. Programs
   1. For students
   2. For staff

IV. Consulting with Parents

A. Awareness/Involvement/Education of Parents
   1. Personal-Social
   2. Educational
   3. Career-Vocational

B. Parent Action
   1. Parent Groups
   2. Membership & Participation in Conferences, Associations

V. Research & Evaluation

A. Research
   1. Student Follow-Ups
   2. Essay Analysis

B. Evaluation
   1. Rationale
   2. Assessment
      a. Student needs assessment
      b. Program evaluation
   3. Feedback

VI. Appendices

A. 10 Questions

B. Characteristics of Gifted

C. Identification/Selection Hints

D. Resources

E. Bibliography

F. Journals

Suggested Personal Topics for Use by School Counselors
with Gifted Students

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

I. Structured

Topic 1 "The Dominant Influences that have Affected My Life." Perhaps it would be helpful if you keep in mind the following questions as you write:

1. In what ways have certain persons influenced my life most?
2. What social factors have an important affect on my personal life?
3. What other factors have caused me to be the person I am?
4. How will the above factors aid or hinder me in attaining what I hope to become?

2 "My Own Responsibilities in My Present Life." Perhaps it would be helpful to keep the following questions in mind while you write:

1. In what ways do you influence other persons?
2. What influence do you have on your school, home, community?
3. What conditions or factors do you know about that you would like to change if you could?
4. What personal characteristics do you possess which help or hinder you in your efforts to affect other persons or conditions?

3 "The Changing Influences that are Effecting My Life." Perhaps it would be helpful if you keep the following questions in mind while you write:

1. In what ways are certain persons influencing my present life?
2. How are present social factors having an important effect in my life?
3. What factors are causing change in my life?
4. How are the above helping or hindering me in attaining what I hope to become?

4 "The Future as I See It and My Place in the Future." Perhaps it would help if you keep the following questions in mind while you write:

1. What conditions or social factors do you foresee that you will want to affect?
2. In what ways do you intend to influence other persons?
3. What influence do you hope to have on your society?
4. What personal characteristics do you believe you have which will help or hinder you in achieving the above goals?

II. Unstructured

The things I do,
The feelings I have,
The thoughts that run through my mind.

III. Open-Ended Statements*

1. When I get a low test grade I
2. When I get a high test grade I
3. I am most proud of my achievements in the following areas
4. I am least proud of my lack of achievements in the following areas
5. The others students in this class are
6. When I do my homework, I
7. When I miss my school assignments, I
8. I plan a career in
9. My parents are proud of me when
10. I am interested in learning when my teacher
11. I am not interested in learning when my teacher
12. I am attentive when my teacher
13. I am inattentive when my teacher

Dr. M. J. Wittek is Professor of Education, York College, Jamaica, N.Y.

*adapted from M. J. Wittek, Professor of Education, Your College, Jamaica, N.Y.

IV. Direct Exploration Questions

1. If we were to ask your closest friends what kind of person you are, how do you think they might describe you?
2. How would you describe yourself?
3. What do you do when there is nothing that you have to do?
4. If you had just one wish, what would it be?

CHECKLIST FOR READING PERSONAL ESSAYS

I. Perceptions/Attitudes Toward:
   1. Self
   2. Parents
   3. Siblings
   4. School/School Personnel
   5. Friends/Peers

II. Sense of Personal Development:
   1. Intellectual
   2. Emotional
   3. Moral/Values

III. Locus of Control--Internal vs. External Locus of Control

IV. Sense of Personal Direction
   1. Life-Style
   2. Career/Education

V. Sense of Conformity vs. Rebellion Towards Societal Norms

VI. Sense of Pessimism vs. Optimism Toward:
   1. Self
   2. Society

VII. Other Areas of Consideration:
   1. Humor
   2. Style of Expression
   3. Imagination/Fantasy
   4. Sense of Religion
   5. Extra-Curricular Activities

ON TESTING

John W. M. Rothney
Professor Emeritus
University of Wisconsin-Madison

1. Don't confuse testing the performance of pupils with inventorying feelings, attitudes, interests, and what are often called personality traits. Althought inventories look like tests they are not tests.

2. Don't try to set up some mythical level of ability from a test score and expect a pupil to work up to that level at all times in all areas of study.

3. Don't compare pupils' scores with norms unless there is reason to believe that cultural circumstances are similar.

4. Don't give so many tests that no one has time to interpret them individually to children, their parents, and their teachers.

5. Don't be misled by test titles. Study the items.

6. Don't expect too much from tests. They do not measure all of the school's objectives. And they provide only a small sample of what they do measure.

7. Don't use a test simply because others do. Don't use one unless it serves one of your purposes.

8. Don't be "taken in" by the term reliability. It has a special meaning in testing and measurement that is more limited than the dictionary meaning of reliability.

9. Do use carefully selected tests cautiously. They may help in understanding the individual pupil and suggest next steps in his education.

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Buros, Oscar. Mental Measurements Yearbook. Gryphon Press. Several years.

RESEARCH AND GUIDANCE LABORATORY

HIGH SCHOOL READING LIST

NAME_____ SCHOOL_____

Please answer the following questions about your general reading.

1. About how much time do you spend each week reading things you do not have to read as part of your school assignments? Check the appropriate blank.

   Hours: 0___1___2___3___4___5___6___7___8___

   9___10___11___12___ More than 12____

2. What have the members of the school staff done to encourage your reading beyond required class work?

3. What encouragement have you received in your home?

4. List below the magazines and newspapers you read most regularly.

   _____ _____

   _____ _____

   _____ _____

   _____ _____

5. What section of the newspaper do you read first?

6. Then which sections do you read?

7. What reading did you do during the past summer?

8. List below the titles of the books you have read in the last two months.

   _____ _____

   _____ _____

   _____ _____

9. What do you like to read best? Be specific about the non-fiction and fiction areas you read.

STUDY GUIDES

EXAMINATIONS

1. Nature and character of an essay examination.
   a. Wording of a question: It is important to know what a question asks. This can be determined by the manner in which the question is framed.
      1. Words indicate the question and how it should be approached in answering.
         a. "How" and "Why" words indicate analysis.
         b. "Where", "When", and "What" words indicate the demand for basic information.
      2. Other forms of word indicators.
         a. "Trace" implies the use of analysis in some form of chronological perspective.
         b. "Compare" and "Contrast" demand the use of analysis revealing similarities or differences.
         c. "Show" implies the use of analysis or a logical method of evaluation.

   b. Types of questions (various categories).
      1. Informational - Requires factual recounting of historical material.
      2. Logical - Demands the correlation of material into conceptual frameworks to prove or disprove a certain position of argument or a hypothesis (example of the application of syllogistic reason).
      3. Analytical - Requires the correlation of material into a set of categories to reflect the nature of a society or culture in a particular time period.
         a. Analytical approach tends to be cross-sectional in time, rather than a chronological progression (synchronic as opposed to diachronic).
         b. However, in analyzing, don't use historical material out of chronological perspective, even when making comparisons or contrasts.
      4. Chronological - Implies dynamics and change as well as analysis.
         a. Learn to conceive of time frameworks.
         b. Examples.
            1. Western chronological dating - A.D. and B.C.
            2. The use of reigns, dynasties, administrational changes, etc.
            3. Geological time (i.e. Paleolithic, Mesolithic, Neolithic, etc.)
            4. Life-span of an individual (i.e. birth, adolescence, manhood, and death).
      5. Hypothetical - Implies logical or analytical proof of a conjecture or a given set of assumptions.
         a. Such a question may be answered by any of the aforementioned types of questions.
         b. While such a conditional question may be circumstancially an illusion or supposition, its validity may be proved or disproved according to the degree of validity provided through the reasonable accuracy of the historical argumentation.

2. Preparation before answering an essay question.
   a. Read the question carefully.
   b. Remember in examinations it is how you use the knowledge that you have acquired that counts.
      1. Don't read things into a question.
      2. Don't start on ideas which you are unsure of, particulaly if you don't have any knowledge to back up your position.
      3. To know how to answer a question as fully and succinctly as possible will enhance your chances at a better grade.
         a. You are judged on your answer alone. All other knowledge is presumed.
         b. Vagueness and unsupported statements imparts uncertainty, laziness or unpreparedness.
         c. Precision in your answer is important.
            1. It facilitates grading.
            2. You can be incriminated on the basis of vacuous thoughts or fuzzy thinking.
   c. Take time to think and organize your thoughts and approach before you begin to write.
      1. Writing as you go along breeds haphazard thoughts.
      2. Think your answer out in terms of what you are trying to say or prove in your answer to the question.
         a. Often a short outline of the answer on your paper is helpful.
         b. Besure to answer all parts of the question.
      3. Use logical thinking--it will provide coherence to an essay as well as tightening the proof of your argument.

3. Points to remember in composition of an answer to the question on an examination.
   a. Learn to substantiate your statements.
   b. Learn to see reality and history in relationships, and to synthesize your material.
      1. Include lecture and book readings.
      2. See what patterns and trends you can find.
      3. Learn to seek similarities and differences.
   c. Learn to conceptualize and correlate your knowledge.
      1. Don't memorize history, think about it.
      2. One ounce of understanding goes further than any regurgitated material.
   d. Don't lose sight of chronology, particularly in making comparisons.
   e. Don't get tied to minor historical incidents and descriptive detail and thus lose sight of your ultimate objective.
   f. Avoid off-handed remarks and being "cute". Precosity and wit should always be tempered by wisdom and good judgment. To be flippantly critical indues criticism.

RULE 13. TRY TO ASSOCIATE THE IDEAS IN THE LESSON WITH THINGS YOU KNOW.
If you can tie up the new facts with things you already know, you will find it practically impossible to forget them.

-Note Taking-

Your writing should be legible at a speed of at least 90 words per minute. Your notes are your guide in a course--if your guide is poor you may lose the way.

RULE 14. KEEP YOUR NOTES IN AN OUTLINE FORM.
Much of your work can be outlined to advantage. If you do not get something approaching an outline in class, copy your notes at the first opportunity into outline form but do not waste time copying notes uselessly.

RULE 15. CHANGE IDEAS INTO YOUR OWN WORDS.
Do not copy the words of the author and do not try to write down the words of the instructor. You do not understand what you are writing when you cannot put it in your own words. Similarly, make your own examples. If you really understand a point you can find an illustration from your own experience.

RULE 16. DON'T USE MORE THAN ONE NOTEBOOK FOR ANY ONE SUBJECT.

RULE 17. USE WHOLE SENTENCES, AND MAKE THEM QUESTIONS.
For example: If the instructor gives the uses of copper, write "What are the uses of copper?" By taking fewer notes and making them more complete sentences, two months later you will know what they mean. And the question habit will be an excellent preparation for exams.

-Theme and Report Writing-

RULE 18. NEVER START TO WRITE ANYTHING WITHOUT AN OUTLINE OF SOME PLAN OF WHAT YOU ARE GOING TO WRITE.
Ideas in outline form are much easier to rearrange and involves less copying than does completed composition. Do less writing and more thinking.

RULE 19. WHEN GATHERING MATERIAL FROM MORE THAN ONE BOOK, TAKE YOUR NOTES ON SLIPS OF PAPER OR CARDS AND THEN REARRANGE THEM INTO A SINGLE PLAN OF PRESENTATION.
This is an ideal method of segregating similar subject matter, and eliminating duplicates. In this manner you can work finally as from a single reference.

-Review Summary-

RULE 20. SET ASIDE ONE HOUR EACH WEEK FOR EACH SUBJECT FOR REVIEW.
If you review systematically during the term, you will not have to cram for finals.

RULE 21. REVIEW SELECTIVELY.
Do not distribute your time evenly on everything, but only on what you do not know or remember. Check such points with a colored pencil.

RULE 22. SLEEP AND EAT REGULARLY DURING EXAM WEEK.
A clear head during an exam is more valuable than anything else. Review periodically. Do not wait until the night before exams. Do not be afraid you will forget--forgetting you do will take place in the first half hour after you stop studying anyway.

RULE 23. AT THE EXAM, READ ALL THE QUESTIONS BEFORE WRITING ON ANY.
That will guide you in distributing your time more effectively, then write legibly. The professor is prejudiced in favor of the paper he can read easily.

-Memorizing-

RULE 24. NEVER MEMORIZE ANYTHING YOU CAN REMEMBER ANY OTHER WAY.
Use logical association as much as possible. Memorizing is a poor substitute for thinking.

RULE 25. DO NOT TRY TO MEMORIZE SOMETHING ALL AT ONE TIME.
Remember that only the first ten or fifteen minutes of a memorizing period are particularly valuable. It is generally better to alternate memorizing with other work. This holds true for all studying; several short periods give better results than one long period.

-Regarding Teachers and Class-

RULE 26. PAY KEEN ATTENTION IN CLASS.
Get into the discussions. Concentrate on the work at hand.

RULE 27. REMEMBER THAT TEACHERS ARE HUMAN.
They have their likes and dislikes, and pet schemes just as you have. Each one demands different performance. It behooves you to find out what he wants and produce it.

Conclusion: Mark down those rules you need to observe. Analyze your work for your particular difficulties; locate them and make a determined drive against them. Practice will not make perfect unless directed against particular errors. Concentrate on the hard parts of your work. You cannot remedy all poor study habits. But remember that if you drive hard at two or three, you will likely be remedying other weaknesses at the same time.

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HOW NOT TO FREAK-OUT ON TESTS

1. Look over the test for a minute or two to see what you are up against. Write name and section number.

2. Read and follow directions carefully.

3. Plan your time, estimate how long you can spend on each part, don't get hung up on one question or section of the test.

4. Skip questions you are uncertain of and do the ones you know. Be sure to come back and at least guess at questions you don't know.

5. Think positive. Try to remember that anxiety and fear won't help. Try to convince yourself that you will do as well as you can with the skills and information at your command; that it is just a game.

6. "Psych out" the teacher. Try to figure out what he wants to make sure you know. Give him the answer he wants.

7. A) Essays - Make a list or outline of points to cover. Make sure you answer the question asked. Don't ramble. Support conclusions with facts.
   B) True-False - Look out for absolutes (all, always, every, never, none) and qualifiers (most, some, many, much, few).
   C) Multiple Choice - Eliminate any choices you are sure are wrong, then choose the one remaining that seems most right.

8. Use the test to help you when possible. One question may answer another, or one question may remind you of the answer to another.

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A full program on Reading and Study Skills material is available. Address correspondence to:

Dr. Randolph S. Thrush
954 Education Science I Bldg.
University of Wisconsin-Madison
1025 West Johnson Street.
Madison, Wisconsin 53706

Telephone: (608) 262-0461

Dept. Counseling & Guidance
UW-Madison

WISCONSIN CAREER DEVELOPMENT MODEL

Dr. Perrone

THE INDIVIDUAL SHOULD:

	SELF	SOCIAL DEVELOPMENT	RESOURCES
AWARENESS	1. become conscious of the totality of self (interests, abilities, values) and recognize commonalities and differences between self and others.	1. identify and develop respect and appreciation for persons in the community with varying life styles.	1. become aware of how to identify, select and use external sources to foster self-development and achieve one's social goals.
	2. recognize the kinds of choices and plans which he/she has already made and/or others have made for him/her.	2. develop an awareness of and identification with adult behaviors and responsibilities.	2. learn to determine when one needs or might benefit by seeking assistance from an external source.
	3. realize one is increasingly responsible for his/her behavior as one grows older, while acknowledging and accepting one's capability for making decisions and solving problems.	3. become aware that one's mental and physical health are effected by and effect one's life style.	
ORIENTATION	1. begin evaluating self-characteristics in terms of living out various life styles.	1. recognize how family, work, leisure and citizen activities are influenced by and interact in shaping various life styles.	1. see the value and possible limitations of locating and using available resources.
	2. realize how social rules and accepting responsibility relate to accomplishing life goals.	2. identify factors which can influence life style and describe these influences.	2. begin to identify and utilize needed resources.
	3. identify elements of the decision-making process including emotions, values and learn to separate the decision-making process from outcomes.		
	4. recognize that while future events are largely unpredictable, elements which shape the future can be understood and taken into consideration when formulating life goals.		
	5. recognize the need to accept responsibility for being flexible in planning his/her life style.		
EXPLORATION	1. recognize the importance planning can have in utilization of one's time and energy.	1. apply basic skills in performing simulated work, family, leisure and citizenship activities.	1. evaluate resources in light of exploratory activities and life style planning.
	2. begin learning and using decision-making skills.	2. realize relationship between learning activities pursued in childhood and adolescence and entrance into and satisfactory performance in tasks of various adult life styles.	
	3. modify and/or clarify his/her self-concept in light of personal learning experiences in and out of school.	3. recognize how the significance of various family, work, leisure and citizenship activities can vary with age and social circumstances.	

THE INDIVIDUAL SHOULD:

	SELF	SOCIAL DEVELOPMENT	RESOURCES
SELECTIVE FORMULATION	1. identify and assess personal strengths and weaknesses in order to formulate a preferred life style goal.	1. develop skills needed to perform basic functions as a family member, a worker, a citizen and as a person engaged in leisure activities.	1. be able to select appropriate resources for facilitating decisions at various choice points.
	2. be able to explain the appropriateness of one's preferred life style.	2. recognize that environment and one's capabilities interact to affect the achievement of one's preferred life style.	2. use resources to put into perspective one's experiences and options at various choice point
	3. establish priorities in anticipation of a need to compromise accomplishing one or more aspects of the individual's preferred life style.	3. develop specific plans, including alternatives, for implementing one's preferred life style.	
		4. continue to evaluate self in relation to goals.	
ACTION	1. pursue life style goal decisions based on self-knowledge.	1. assess the role that work, leisure, family and citizen activities will have in determining future training needs and subsequent living standards.	1. maintain resource accessibility in order to retain the option to reprocess if one's life goal need modification
	2. evaluate decisions based on one's experience.	2. tentatively select the means to initiate one's preferred life style.	
	3. attempt to minimize discrepancies between goals and achievements.	3. execute plans to involve self in activities of one's preferred life style.	
	4. continuously appraise short- and long-range goals.		
	5. be willing to live with and adapt to consequences of one's decisions.		

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EXAMPLE OF AN INDEPENDENT STUDY CONTRACT

Contract for Released Time Independent Study

Student David Nichols Date 2 October 1975
Teacher Mrs. Paulson Year in School Junior
Subject Involved Algebra II

Previous courses that generally relate
Arithmetic Grade School
Algebra I
Geometry

Objectives of independent study
1. David's first objective must be that he provides himself a strong, basic foundation for future mathematics courses.
2. He must develop initiative and independent thinking.
3. He must feel an obligation to live up to his own potential rather than be guided by the abilities and inclinations of others.
4. Especially it is desired that David will continue to develop a genuine interest in and love of learning.

Plan of action to attain objectives
David will be released from regular classes and homework to study independently. He will expect to keep up with the material covered in class, and use reference books to supplement this material. However, he will be free to pursue interests purely his own in the field of mathematics. Vannatta, Meserve, and Allendoerfer are suggested for supplementary texts.

Evaluation
He will take regular class tests, but will not be placed on the class curve. His independent work will be evaluated by the teacher in informal discussions. Independent study will continue as long as both the teacher and student feel it is beneficial.

Mrs Paulson
Signature of Teacher

David Nichols
Signature of Student

Mrs. R. Nichols
Signature of Parent

For a variety of independent study contracts for use with gifted students, write to: Office of Superintendent of Public Instruction
State of Illinois

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Individualized and Group Programs for Gifted High School Students

Individualized Programs for Gifted High School Students

Program
1. Try-out vocational experiences
2. Auditing classes
3. Enrollment in two simultaneous classes
4. Enrollment in college classes
5. Early college admissions
6. Early graduation from high school

Group Programs for Gifted High School Students

Program
1. Short-term symposia, workshops, institutes (Less than 1 semester)
2. Long-term seminars (Semester or academic year)
3. Advanced classes which go beyond ordinary school offerings
4. Substitution of higher-level courses for those ordinarily taken in a given grade level
5. High school correspondence courses
6. College correspondence courses
7. Summer courses specifically for enrichment
8. Advanced placement (CEEB)
9. College summer academic institutes (e.g,, NSF Inst.)
10. Parent participation in providing enriched educational experiences
11. Use of facilities outside of school during school time

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Check Your School Against This List of Provisions For Gifted Students In Some Wisconsin High Schools

		Check those that are done in your School
1.	Advanced sections in courses are provided and advanced courses are offered.	_____
2.	Some students do advanced work in college texts.	_____
3.	Students are permitted to take more than the usual course load.	_____
4.	Independent study programs are arranged. Teachers arrange consultation periods for students working on special projects.	_____
5.	College-type seminars designed to introduce topics not ordinarily covered in course work, or to explore course topics in greater length are offered.	_____
6.	Participation in advanced placement program is encouraged.	_____
7.	High school or college-level correspondence courses are taken for enrichment.	_____
8.	College courses are taken at a college while students are still in high school.	_____
9.	Auditing of classes is substituted for study halls.	_____
10.	Enrollment in two classes meeting at same hour is permitted for enrichment or when there are schedule difficulties.	_____
11.	Book clubs are organized.	_____
12.	Honor study halls (unsupervised) are provided.	_____
13.	Students act as tutors in fields of special competency.	_____
14.	Classes for enrichment are offered locally during the summer.	_____
15.	Encouragement to attend summer institutes is given.	_____
16.	Students are encouraged to participate in many contests, science talent searches and scholarship competitions.	_____

Check those that are done in your School

17. Specialists in the community supplement regular programs, work with students on special projects, or evaluate students' work. _____

18. Try-out vocational experiences are arranged. _____

19. Early admission to college is arranged for a few selected students. _____

20. An honors banquet for high-achieving students and their parents is held annually. _____

21. Graduates in college return to the school to tell students about experiences in college. _____

22. Schools publish products of students in special annual. _____

23. Follow-up records of graduates are kept. _____

24. Conferences with <u>both</u> parents are held at least once a year. _____

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Sample Parent Conference Form

Name of Student_____ School_____Grade_____
Counselor_____ Date of Parent Interview_____
Attended parent conference: Mother only ( ) Father only ( ) Both ( ) Other ( )
If other than parents, explain:_____

The following topics are often covered in parent interviews. Any one may or may not be considered at any session, and others may be added:

1. Work and study habits
2. Choice of subjects
3. School activities
4. Community and church activities
5. Use of leisure time
6. Occupational choice
7. Choice of post-high school education
8. Financing college
9. Reading practices
10. Test interpretation
11. Nature of school gifted program/attitudes
12. Part-time employment

Counselor's recommendation for discussion with parents.	Parents' remarks and reactions.
1.	1. Was topic discussed? ( ) Yes ( ) No
2.	2. Was topic discussed? ( ) Yes ( ) No
3.	3. Was topic discussed? ( ) Yes ( ) No
4.	4. Was topic discussed? ( ) Yes ( ) No
5.	5. Was topic discussed? ( ) Yes ( ) No
6.	6. Was topic discussed? ( ) Yes ( ) No

Additional interviewer comments: (Note particularly if promised to take any action on any area so that a followup check can be made).

TOPICS FOR DISCUSSSION FOR PARENT GROUPS

1. Characteristics of Gifted

   a. childhood
   b. adolescence

2. Parent Role in Education of Child

   a. explanation of gifted program at school
   b. participation of parents in school work & projects
   c. parent involvement with counselor
   d. role in college and financial aid decisions
   e. career development & experience

3. Social Aspects of Gifted

   - peers/friends
   - teachers
   - adults
   - sex roles
   - value-moral-emotional development

4. Family Aspects

   - sibling relations
   - common concerns on raising the gifted child
   - parent-child communication
   - satisfying parental expectations vrs. independence, self-competence

CATEGORIES FOR CONSIDERATION IN FOLLOW-UPS OF GIFTED STUDENTS:
FIRST AND FOURTH YEAR AFTER HIGH SCHOOL

I. General Personal Information
   Name, sex, address, family information, year graduated, college attending, program of study, size of college

II. Assistance received from 1) school counselors; 2) teachers; 3) parents regarding
   A. Choosing a college
   B. Financial aid
   C. Program of study
   D. Career choice

III. Reasons for choosing present college & program of study

IV. Current academic progress
   Courses, credits, GPA, personal satisfaction

V. Participation/leadership role in extra-curricular college activities

VI. Present self-perception
   Strengths and areas of difficulty in:
   a) academics; b) personal-social areas;
   c) career choice; d) value development

VII. Reflections on high school
   Essay on high school experiences & opportunities in areas of:
   1. attitude and support of school personnel toward gifted;
   2. areas of personal development (intellectual, emotional, moral, social)
   3. suggestions for improvement and change in high school programs for gifted.

VIII. Future plans
   Education, career, travel, family, personal, leisure

AREAS TO CONSIDER IN THE EVALUATION OF COUNSELING PROGRAMS FOR GIFTED

I. Goals

1. State objectives of evaluation clearly
2. Establish observable/measurable objectives--avoid triviality
3. Set priorities
4. Goals determine composition and methodologies

II. Composition

1. Counselors
2. Teachers
3. Administrators
4. Parents
5. Gifted Students

III. Methodologies

1. Personal interviews
2. Questionnaires
3. Preparation of Evaluators

IV. Results

1. Ways to avoid misinterpretation/distortion
2. Communication of Results
    a. Personal meeting to review
    b. Content & Intent
    c. Written report
3. Decisions on the Results

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Categories for Essay Analysis

Sense of personal direction vs. sense of personal confusion about self and future.

0= no statement made or clearly evident
1= clear statement of purpose and goals
2= sense of purpose and goals with a few reservations
3= sense of purpose and goals with many reservations
4= some confusion about purpose and goals
5= significant confusion about purpose and goals

Sense of order and predictability vs. uncertainty and unpredictability re society, jobs, government, not including forces of nature.

0= no statement made or clearly evident
1= statement(s) that order and predictability can be basis for decisions
2= statement(s) implying that order and predictability can be found
3= some doubt about finding order and predictability
4= statement(s) implying considerable doubt that order and predictability can be found
5= statement(s) that confusion seems to be a dominant world force

Sense of own personal ability to control events in and about ones own life.

0= no statement made or clearly evident
1= statement(s) about ability to shape own future
2= statement(s) implying feeling of control over own future with some external limits
3= statement(s) implying that personal control and external limits are about equal
4= statement(s) implying little personal control with many external limits
5= statement(s) of near hopelessness about controlling events in ones own life

Sense of altruism, humanitarianism vs. egocentricism

0= no statement(s) made or clearly evident
1= clear statement of near dedication to others
2= statement(s) implying interest in others
3= statement(s) implying balance of interest between self & others
4= statement(s) implying interest in self
5= clear statement of dedication to self

Sense of many personal options vs. no personal options

0= no statement(s) made or clearly evident
1= clear statement(s) about the wide variety of careers, education, life styles, open to self
2= statement(s) implying variety of careers etc.
3= statement(s) implying narrow variety of etc.
4=
5= statement(s) that a single life style or career would be acceptable

Sense of life as a struggle vs. a pleasant journey

0= no statement(s) made or clearly evident
1= cheerfulness evident about whatever the future may bring
2= cautious optimism that the future will be personally happy & fulfilling
3= ambivalance about finding personal happiness
4= statement(s) implying that life may be a struggle
5= statement(s) about life being a struggle & a need for perseverance

Attitude of conforming to the status quo vs. rebellion against the establishment

0= no statement(s) made or clearly evident
1= statement(s) of strong support for traditional value system
2= statement(s) implying acceptance of or satisfaction with the status quo
3= statement(s) implying some dissatisfaction with the status quo
4= active challenges to the status quo with specific examples
5= open hostility toward the status quo with supporting examples, philosophic quotes or activist suggestions

/Concern areas: indicate by a + if the concern was mentioned to any degree.

____	____	____	____	nuclear family (own parents; siblings)
____	____	____	____	own family (future marriage)
____	____	____	____	peers
____	____	____	____	specific careers (as applied to own future)
____	____	____	____	religion or religious beliefs
____	____	____	____	ecology, environment, population
____	____	____	____	communism, socialism
____	____	____	____	sense of humor (wit, satire, sarcasm, puns)

APPENDIX A

FOR THE SCHOOL COUNSELOR:
10 QUESTIONS ON INITIATING COUNSELING & GUIDANCE PROGRAMS FOR GIFTED STUDENTS

Ron Zaffrann
Nick Colangelo

1. What process will you establish for comprehensive identification and selection of gifted & talented students?

2. What are the counseling and guidance needs of your gifted & talented students?

3. What do you want to happen differently with these students?

4. What counseling and guidance areas need the most emphasis in your school regarding gifted & talented students?

5. What kind of special classes, teachers, in-service sessions, or time allotments will be used for these new counseling programs for gifted students?

6. Who will you contact in the school and community for support and assistance in forming programs for the gifted?

7. Who will make the decisions about what happens with the students in this program?

8. What special funds and expertise will be needed for these programs?

9. What difficulties do you expect to encounter while putting these programs into effect?

10. How will these programs be evaluated?

APPENDIX B

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HINTS ON SELECTION OF GIFTED & TALENTED STUDENTS

Note: Since gifted & talented students exhibit their superiority in many ways, no single test score should be used as the sole criterion on which they should be selected. Teachers' judgments, evidence of a high level of performance in any of the academic fields, students' written performances, high grades, and evidence of high motivation coupled with high test scores can all be used in the identification of potentially gifted & talented students.

In some schools principals have asked teachers to nominate their best students. The principal then joins a committee of teachers to review the nominations, considers such other factors as those noted above, and makes a list of the top students. Frequently the lists of most highly rated nominees, along with the reasons for their selection, are returned to the teachers for further consideration. Such procedures have resulted in the sending of very gifted & talented students to the Laboratory.

Combinations of some of the following characteristics are usually apparent in gifted and talented students:

1. Large vocabularies which are used easily and accurately.
2. Academic work one or more years in advance of their classes.
3. They ask many penetrating questions. They want to know the causes and reasons for things.
4. A wide range of interests but they may concentrate heavily on one.
5. Quick to recognize relationships and understand meanings.
6. Express themselves well in writing and speaking.
7. They are willing to spend time beyond the usual assignments (or schedule) on things that interest them.
8. Spend much time on special projects of their own such as constructing, collecting, and writing.
9. Tendency to figure out what is wrong with an activity and show how it can be done better.
10. Tendency to give refreshing twists even to old ideas.
11. They like to get answers to problems, puzzles, and trick questions.
12. They usually get good marks.
13. Show less patience than most students with routine procedures and drills.
14. Other students tend to turn to them for ideas and suggestions when something must be decided.
15. They read a good deal and find satisfaction in thinking about and discussing what has been read.

Common Questions Regarding the Gifted and Talented

1. Who are the gifted and talented?

The Commissioner of Education in his 1971 Report to the United States Congress defines these children as

> . . . those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> 1. general intellectual ability
> 2. specific academic aptitude
> 3. creative or productive thinking
> 4. leadership ability
> 5. visual and performing arts
> 6. psychomotor ability

This is a far cry from some of the myths which have been associated with giftedness. The following table summarizes some of the fallacies and facts related to the population defined above.

Myth	Fact
1. *Gifted children are weak and unhealthy.*	1. Gifted children actually tend to be stronger, have fewer illnesses, and equal or exceed other children in height and weight. Many are outstanding athletes.
2. *The gifted child is an odd ball.*	2. Teachers often fail to identify gifted children because they seem so normal. Studies show gifted people are highly stable. Only a small number of them ever spend time in mental institutions.
3. *The gifted child is a bookworm, wears glasses, and does not participate in normal children's activities.*	3. Most gifted children are good readers but they engage in many types of activities and have many interests. Some may actually need remedial help in reading.
4. *Gifted children are enthusiastic about school and academic work.*	4. Many gifted children are enthusiastic about school, others are bored and are found among dropouts.
5. *Gifted children usually are from upper, middle class, professional families.*	5. Gifted children occur in about the same numbers in all socio-economic groups.
6. *Most gifted children are failures in their adult life – the "ripen early and rot early" theory.*	6. Research indicates that outstanding success is achieved by most gifted individuals if they have been identified and their giftedness has been nurtured.
7. *All gifted children are social misfits.*	7. Gifted children enjoy social situations, talk readily, and know a great deal about many topics. They are often good mixers and assume more than their share of social leadership in school and out.
8. *The play interests and activities of gifted children are different from those of normal children.*	8. Although gifted children may prefer more complicated and challenging games, their play interests are usually the same as those of normal age mates.
9. *Gifted children are likely to be egotistical and snobbish.*	9. Most gifted children possess desirable personality characteristics.
10. *Gifted children with the same IQ's have the same kind of abilities and interests.*	10. Pupils with the same abilities differ widely as each pupil's pattern of abilities and talents is unique. Therefore, differences make it difficult, if not impossible, to put the gifted in homogeneous groups.
11. *Gifted children often fail to adjust socially in college as they have been accelerated in elementary and secondary schools.*	11. Unless acceleration is excessive most gifted children make very good social adjustments in college.

APPENDIX D

Excerpted from: Common Questions Regarding the Gifted and Talented

Wisconsin Department of Public Instruction

APPENDIX C

SOME CHARACTERISTICS OF GIFTED STUDENTS
THAT ARE POTENTIAL PROBLEMS

I. Personality

A. Values and attitudes of the gifted/creative are likely to be diverged and different from the "norm."

B. The highly imaginative are prone to fantasy. This can be misinterpreted as "immaturity," laziness or daydreaming.

C. Gifted will at times become highly frustrated when they confront subjects or situations they cannot handle. They are not accustomed to this and often feel they should know all the answers. Because of this they don't know how to ask for help when they need it.

D. Bright students have more latent ego strength to channel--this sometimes comes out in the form of disruptive behavior.

II. Relationships

A. Highly creative students tend to be isolated from peers and teachers.

B. They have difficulty in finding true peers since they are in a minority. They often seek activities with those beyond their age norm.

C. Some have difficulty in asserting social leadership roles simply because they don't know the "ropes" or methods in getting respect and following from peers.

D. Parents of gifted frequently have ambivalent relationships toward them. They are proud but tend to undervalue their child's worth and potential.

III. Interests/Abilities

A. Three "problem" ways gifted deal with their abilities

1. withdraw - if they feel misunderstood or not listened to

2. show off - to get attention--make others aware of what they know

3. refuse to participate in class - if they feel other students will mock them for being a "brain"

B. Gifted don't always realize their own abilities. Many students never have the opportunity to do truly outstanding work because teachers do not provide them with work which is difficult enough to challenge them fully.

C. They tend to exert high energy in personal/outside of school projects. This can conflict with schoolwork.

D. Intense single interests may reduce application in other areas of academics and social life. Also, they tend to work only on those things that interest them and exclude other areas.

IV. Academics

A. Thinking is divergent and independent from teachers and peers.

B. Overemphasis on Verbal skills misses other aspects of the gifted.

C. Many have poor and inefficient study habits.

APPENDIX E

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